

Mark R Wilson

List of Publications by Year in descending order

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137
papers

5,779
citations

108046

37
h-index

97045

71
g-index

143
all docs

143
docs citations

143
times ranked

4064
citing authors

#	ARTICLE	IF	CITATIONS
1	The Multidimensional Random Coefficients Multinomial Logit Model. <i>Applied Psychological Measurement</i> , 1997, 21, 1-23.	0.6	689
2	Environmental knowledge and conservation behavior: exploring prevalence and structure in a representative sample. <i>Personality and Individual Differences</i> , 2004, 37, 1597-1613.	1.6	631
3	Goal-directed conservation behavior: the specific composition of a general performance. <i>Personality and Individual Differences</i> , 2004, 36, 1531-1544.	1.6	316
4	A Competence Model for Environmental Education. <i>Environment and Behavior</i> , 2014, 46, 972-992.	2.1	291
5	Measuring progressions: Assessment structures underlying a learning progression. <i>Journal of Research in Science Teaching</i> , 2009, 46, 716-730.	2.0	249
6	From Principles to Practice: An Embedded Assessment System. <i>Applied Measurement in Education</i> , 2000, 13, 181-208.	0.5	210
7	Diagnostic Assessment With Ordered Multiple-Choice Items. <i>Educational Assessment</i> , 2006, 11, 33-63.	0.6	198
8	The Rasch Testlet Model. <i>Applied Psychological Measurement</i> , 2005, 29, 126-149.	0.6	129
9	Saltus: A psychometric model of discontinuity in cognitive development.. <i>Psychological Bulletin</i> , 1989, 105, 276-289.	5.5	125
10	A Conceptual and Psychometric Framework for Distinguishing Categories and Dimensions.. <i>Psychological Review</i> , 2005, 112, 129-158.	2.7	104
11	Learning in Digital Networks – ICT literacy: A novel assessment of students' 21st century skills. <i>Computers and Education</i> , 2017, 109, 11-37.	5.1	104
12	Rasch models for item bundles. <i>Psychometrika</i> , 1995, 60, 181-198.	1.2	98
13	The Rasch Rating Model and the Disordered Threshold Controversy. <i>Educational and Psychological Measurement</i> , 2012, 72, 547-573.	1.2	89
14	Road Maps for Learning: A Guide to the Navigation of Learning Progressions. <i>Measurement</i> , 2011, 9, 71-123.	0.1	75
15	Exploring Local Item Dependence Using a Random-Effects Facet Model. <i>Applied Psychological Measurement</i> , 2005, 29, 296-318.	0.6	72
16	Assessment to improve learning in higher education: The BEAR Assessment System. <i>Higher Education</i> , 2006, 52, 635-663.	2.8	67
17	The Evidence-Based Reasoning Framework: Assessing Scientific Reasoning. <i>Educational Assessment</i> , 2010, 15, 123-141.	0.6	67
18	An introduction to the Rasch measurement approach for metrologists. <i>Measurement: Journal of the International Measurement Confederation</i> , 2014, 51, 315-327.	2.5	65

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19	Improving measurement in health education and health behavior research using item response modeling: comparison with the classical test theory approach. <i>Health Education Research</i> , 2006, 21, i19-i32.	1.0	64
20	On the philosophical foundations of psychological measurement. <i>Measurement: Journal of the International Measurement Confederation</i> , 2016, 79, 311-320.	2.5	64
21	The shape of development. <i>European Journal of Developmental Psychology</i> , 2005, 2, 163-195.	1.0	58
22	Psychometric Evaluation of an Instrument to Measure Prospective Pregnancy Preferences. <i>Medical Care</i> , 2019, 57, 152-158.	1.1	57
23	Mapping student understanding in chemistry: The Perspectives of Chemists. <i>Science Education</i> , 2009, 93, 56-85.	1.8	56
24	Rethinking ICT literacy: From computer skills to social network settings. <i>Thinking Skills and Creativity</i> , 2015, 18, 65-80.	1.9	54
25	Gender Differences in Large-Scale Math Assessments: PISA Trend 2000 and 2003. <i>Applied Measurement in Education</i> , 2009, 22, 164-184.	0.5	50
26	Quantities, Quantification, and the Necessary and Sufficient Conditions for Measurement. <i>Measurement: Journal of the International Measurement Confederation</i> , 2017, 100, 115-121.	2.5	49
27	Measuring pregnancy planning. <i>Demographic Research</i> , 2010, 23, 293-334.	2.0	49
28	The Ordered artition Model: An Extension of the Partial Credit Model. <i>Applied Psychological Measurement</i> , 1992, 16, 309-325.	0.6	47
29	Improving measurement in health education and health behavior research using item response modeling: introducing item response modeling. <i>Health Education Research</i> , 2006, 21, i4-i18.	1.0	47
30	Generalizability in Item Response Modeling. <i>Journal of Educational Measurement</i> , 2007, 44, 131-155.	0.7	47
31	Making Measurement Important for Education: The Crucial Role of Classroom Assessment. <i>Educational Measurement: Issues and Practice</i> , 2018, 37, 5-20.	0.8	47
32	Interrelationships among students' study activities, self-concept of academic ability, and achievement as a function of characteristics of high-school biology courses. <i>Applied Cognitive Psychology</i> , 1993, 7, 499-532.	0.9	43
33	Validating a Learning Progression in Mathematical Functions for College Readiness. <i>Mathematical Thinking and Learning</i> , 2011, 13, 259-291.	0.7	42
34	The Campbell Paradigm as a Behavior-Predictive Reinterpretation of the Classical Tripartite Model of Attitudes. <i>European Psychologist</i> , 2019, 24, 359-374.	1.8	42
35	Formulating the Rasch Differential Item Functioning Model Under the Marginal Maximum Likelihood Estimation Context and Its Comparison With Mantel's Haenszel Procedure in Short Test and Small Sample Conditions. <i>Educational and Psychological Measurement</i> , 2011, 71, 1023-1046.	1.2	40
36	Using the concept of a measurement system to characterize measurement models used in psychometrics. <i>Measurement: Journal of the International Measurement Confederation</i> , 2013, 46, 3766-3774.	2.5	40

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37	A construct-modeling approach to develop a learning progression of how students understand the structure of matter. <i>Journal of Research in Science Teaching</i> , 2017, 54, 1024-1048.	2.0	40
38	A Model of Cognition: The Missing Cornerstone of Assessment. <i>Educational Psychology Review</i> , 2011, 23, 221-234.	5.1	39
39	Marginal maximum likelihood estimation for a psychometric model of discontinuous development. <i>Psychometrika</i> , 1996, 61, 41-71.	1.2	38
40	Domain-general and domain-specific developmental assessments: do they measure the same thing?. <i>Cognitive Development</i> , 2003, 18, 61-78.	0.7	36
41	A Framework for Analyzing Scientific Reasoning in Assessments. <i>Educational Assessment</i> , 2010, 15, 142-174.	0.6	36
42	Detecting and Interpreting Local Item Dependence Using a Family of Rasch Models. <i>Applied Psychological Measurement</i> , 1988, 12, 353-364.	0.6	32
43	Does participation in an intervention affect responses on self-report questionnaires?. <i>Health Education Research</i> , 2006, 21, i98-i109.	1.0	30
44	Explanatory Secondary Dimension Modeling of Latent Differential Item Functioning. <i>Applied Psychological Measurement</i> , 2011, 35, 583-603.	0.6	30
45	The quality of measurement results in terms of the structural features of the measurement process. <i>Measurement: Journal of the International Measurement Confederation</i> , 2018, 116, 611-620.	2.5	29
46	Complex Composites: Issues That Arise in Combining Different Modes of Assessment. <i>Applied Psychological Measurement</i> , 1995, 19, 51-71.	0.6	28
47	Exploring plausible causes of differential item functioning in the PISA science assessment: language, curriculum or culture. <i>Educational Psychology</i> , 2016, 36, 378-390.	1.2	28
48	The partial credit model and null categories. <i>Psychometrika</i> , 1993, 58, 87-99.	1.2	27
49	Modeling Randomness in Judging Rating Scales with a Random-Effects Rating Scale Model. <i>Journal of Educational Measurement</i> , 2006, 43, 335-353.	0.7	26
50	Seeking a Balance Between the Statistical and Scientific Elements in Psychometrics. <i>Psychometrika</i> , 2013, 78, 211-236.	1.2	24
51	Evaluating the properties of a stage-specific self-efficacy scale for physical activity using classical test theory, confirmatory factor analysis and item response modeling. <i>Health Education Research</i> , 2006, 21, i33-i46.	1.0	23
52	Modeling Data From Collaborative Assessments: Learning in Digital Interactive Social Networks. <i>Journal of Educational Measurement</i> , 2017, 54, 85-102.	0.7	23
53	Intersubjectivity of measurement across the sciences. <i>Measurement: Journal of the International Measurement Confederation</i> , 2019, 131, 764-770.	2.5	23
54	The construct of internalization: conceptualization, measurement, and prediction of smoking treatment outcome. <i>Psychological Medicine</i> , 2005, 35, 395-408.	2.7	22

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55	Assessment of Differential Item Functioning in Testlet-Based Items Using the Rasch Testlet Model. Educational and Psychological Measurement, 2005, 65, 549-576.	1.2	22
56	Cognitive Diagnosis Using Item Response Models. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2008, 216, 74-88.	1.1	22
57	Examining the Internal Structure Evidence for the Performance Assessment for California Teachers. Journal of Teacher Education, 2014, 65, 402-420.	2.0	22
58	Perspectives on Methodological Issues. , 2012, , 67-141.		22
59	On the Relationship Between Differential Item Functioning and Item Difficulty. Educational and Psychological Measurement, 2012, 72, 5-36.	1.2	21
60	Explanatory Item Response Models. , 0, , 247-266.		21
61	Psychometric Principles in Student Assessment. , 2003, , 489-531.		20
62	Stability of Retrospective Pregnancy Intention Reporting Among Women with Unwanted Pregnancies in the United States. Maternal and Child Health Journal, 2019, 23, 1547-1555.	0.7	19
63	A Comparison of Deterministic and Probabilistic Approaches to Measuring Learning Structures. Australian Journal of Education, 1989, 33, 127-140.	0.9	18
64	Introducing multidimensional item response modeling in health behavior and health education research. Health Education Research, 2006, 21, i73-i84.	1.0	18
65	Local Item Dependence for Items Across Tests Connected by Common Stimuli. Educational and Psychological Measurement, 2005, 65, 5-27.	1.2	17
66	Adaptive technology for e-learning: principles and case studies of an emerging field. Journal of the Association for Information Science and Technology, 2007, 58, 2295-2309.	2.6	16
67	Validation of the International Classification of Functioning Disability and Health framework using multidimensional item response modeling. Disability and Rehabilitation, 2010, 32, 1397-1405.	0.9	16
68	Community-based teacher professional development in remote areas in Indonesia. Journal of Education for Teaching, 2018, 44, 212-231.	1.1	16
69	Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, 2006, 7, 170-184.	1.4	13
70	Introducing equating methodologies to compare test scores from two different self-regulation scales. Health Education Research, 2006, 21, i110-i120.	1.0	13
71	Trifactor Models for Multiple-Ratings Data. Multivariate Behavioral Research, 2019, 54, 360-381.	1.8	13
72	Assessment of Learning in Digital Interactive Social Networks: A Learning Analytics Approach. Online Learning Journal, 2016, 20, .	1.1	13

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73	Polytomous Item Explanatory Item Response Theory Models. Educational and Psychological Measurement, 2020, 80, 726-755.	1.2	12
74	The human sciences, models and metrological mythology. Measurement: Journal of the International Measurement Confederation, 2020, 152, 107346.	2.5	12
75	Application of a Rasch analysis to the examination of the perception of facial affect among persons with mental retardation. Research in Developmental Disabilities, 1996, 17, 161-171.	1.2	11
76	Domain modelling for advanced learning environments: the BEAR Assessment System Software. Educational Psychology, 2019, 39, 1199-1217.	1.2	11
77	Evaluating the Validity of Portfolio Assessments for Licensure Decisions. Education Policy Analysis Archives, 0, 22, 6.	0.3	11
78	Assessment of Complex Cognition: Commentary on the Design and Validation of Assessments. Theory Into Practice, 2015, 54, 263-273.	0.9	10
79	The Use and Validity of Standardized Achievement Tests for Evaluating New Curricular Interventions in Mathematics and Science. American Journal of Evaluation, 2019, 40, 190-213.	0.6	10
80	Using the Partial Credit Model to Investigate Responses to Structured Subtests. Applied Measurement in Education, 1988, 1, 319-334.	0.5	9
81	Measuring a van Hiele Geometry Sequence: A Reanalysis. Journal for Research in Mathematics Education, 1990, 21, 230.	1.0	9
82	Articulating Assessments Across Childhood: The Cross-Age Validity of the Desired Results Developmental Profile—Revised. Educational Assessment, 2010, 15, 1-26.	0.6	9
83	The Nature of Assessment Systems to Support Effective Use of Evidence through Technology. E-Learning and Digital Media, 2011, 8, 121-132.	1.5	9
84	Multidimensional Classification of Examinees Using the Mixture Random Weights Linear Logistic Test Model. Educational and Psychological Measurement, 2015, 75, 78-101.	1.2	9
85	Having your cake and eating it too: Multiple dimensions and a composite. Measurement: Journal of the International Measurement Confederation, 2020, 151, 107247.	2.5	9
86	An online platform for sociocognitive metrology: the BEAR Assessment System Software. Measurement Science and Technology, 2020, 31, 034006.	1.4	9
87	Scale Alignment in Between-Item Multidimensional Rasch Models. Journal of Educational Measurement, 2019, 56, 280-301.	0.7	8
88	Desktop Loglinear Modelling. Australian Journal of Education, 1989, 33, 197-219.	0.9	7
89	Assessment to Improve Learning in Mathematics: The BEAR Assessment System. , 0, , 311-332.		7
90	Building out a measurement model to incorporate complexities of testing in the language domain. Language Testing, 2011, 28, 441-462.	1.7	7

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91	An investigation of the nature of the influences of item stem and option representation on student responses to a mathematics test. <i>European Journal of Psychology of Education</i> , 2013, 28, 1141-1161.	1.3	7
92	Quantification is Neither Necessary Nor Sufficient for Measurement. <i>Journal of Physics: Conference Series</i> , 2013, 459, 012007.	0.3	7
93	Primary Grade Children's Capacity to Understand Microevolution: The Power of Leveraging Their Fruitful Intuitions and Engagement in Scientific Practices. <i>Journal of the Learning Sciences</i> , 2019, 28, 556-615.	2.0	7
94	A Construct Modeling Approach to the Assessment of Reading Comprehension for Adolescent Readers. <i>Reading Psychology</i> , 2019, 40, 191-241.	0.7	7
95	Education and training guidelines for psychological assessment in health service psychology.. <i>American Psychologist</i> , 2021, 76, 794-801.	3.8	7
96	Improving psychometric methods in health education and health behavior research. <i>Health Education Research</i> , 2006, 21, i1-i3.	1.0	6
97	<i>Psychometrics.</i> , 2013, , 3-30.		6
98	Internal Construct Validity and Reliability of a Quality of School Life Instrument Across Nationality and School Level. <i>Educational and Psychological Measurement</i> , 1988, 48, 995-1009.	1.2	5
99	An IRT modeling of change over time for repeated measures item response data using a random weights linear logistic test model approach. <i>Asia Pacific Education Review</i> , 2012, 13, 487-494.	1.4	5
100	Structured Constructs Models Based on Change-Point Analysis. <i>Journal of Educational Measurement</i> , 2017, 54, 306-332.	0.7	5
101	Empirical Examination of a Learning Hierarchy Using an Item Response Theory Model. <i>Journal of Experimental Education</i> , 1989, 57, 357-371.	1.6	4
102	A meta-structural understanding of measurement. <i>Journal of Physics: Conference Series</i> , 2016, 772, 012009.	0.3	4
103	Assessing pupils' attitudes towards religious and worldview diversity – development and validation of a nuanced measurement instrument. <i>British Journal of Religious Education</i> , 2019, 41, 371-387.	0.6	4
104	Investigation of adolescents' developmental stages in deductive reasoning: An application of a specialized confirmatory mixture IRT approach. <i>Behavior Research Methods</i> , 2020, 52, 224-235.	2.3	4
105	Improving Learning: Using a Learning Progression to Coordinate Instruction and Assessment. <i>Frontiers in Education</i> , 2021, 6, .	1.2	4
106	Development of an assessment tool for mathematical reading, analytical thinking and mathematical writing. <i>International Journal of Evaluation and Research in Education</i> , 2020, 9, 955.	0.4	4
107	Mapping a Data Modeling and Statistical Reasoning Learning Progression using Unidimensional and Multidimensional Item Response Models. <i>Journal of Applied Measurement</i> , 2017, 18, 268-298.	0.3	4
108	Exploring the item features of a science assessment with complex tasks. <i>Measurement: Journal of the International Measurement Confederation</i> , 2018, 114, 16-24.	2.5	3

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109	An innovative measure of orthographic processing: Development and initial validation. <i>Language Testing</i> , 2020, 37, 435-452.	1.7	3
110	Designing a Learning Progression about Micro-Evolution to Inform Instruction and Assessment in Elementary Science. <i>Education Sciences</i> , 2021, 11, 609.	1.4	3
111	On the conceptual foundations of psychological measurement. <i>Journal of Physics: Conference Series</i> , 2013, 459, 012008.	0.3	2
112	A structural framework across strongly and weakly defined measurements. , 2015, , .		2
113	Random Item MIRID Modeling and Its Application. <i>Applied Psychological Measurement</i> , 2017, 41, 97-114.	0.6	2
114	A Taxonomy of Critical Dimensions at the Intersection of Learning Analytics and Educational Measurement. <i>Frontiers in Education</i> , 2021, 6, .	1.2	2
115	A General Saltus LLTM-R for Cognitive Assessments. <i>Springer Proceedings in Mathematics and Statistics</i> , 2015, , 73-90.	0.1	2
116	Validation of a digital tool for diagnosing mathematical proficiency. <i>International Journal of Evaluation and Research in Education</i> , 2020, 9, 665.	0.4	2
117	Developing a Theory of Two Latent Soft Skills Progress Variables using the BEAR Assessment System: Validity Evidence for the Internal Structure of the Social Evaluative in the Workplace Instrument. <i>Journal of Psychoeducational Assessment</i> , 2022, 40, 381-399.	0.9	2
118	Book Review : Rasch Models: Foundations, Recent Developments, and Applications Gerhard H. Fischer and Ivo W. Molenaar (Eds.) New York: Springer-Verlag, 1995, 436 pp., approx. \$54.95. <i>Applied Psychological Measurement</i> , 1995, 19, 392-394.	0.6	1
119	Comments and Thoughts. <i>Measurement</i> , 2011, 9, 169-172.	0.1	1
120	Measurement: Introducing an Introduction. <i>Measurement</i> , 2017, 15, 1-1.	0.1	1
121	Classroom Assessment: Continuing the Discussion. <i>Educational Measurement: Issues and Practice</i> , 2018, 37, 49-51.	0.8	1
122	Using item response theory to describe the Nonverbal Literacy Assessment (NVLA). <i>Psychology in the Schools</i> , 2018, 55, 341-349.	1.1	1
123	Can there be one meaning of "measurement" across the sciences?. <i>Journal of Physics: Conference Series</i> , 2019, 1379, 012022.	0.3	1
124	Introduction to the Special Issue on Classroom Assessment. <i>Journal of Educational Measurement</i> , 2019, 56, 667-669.	0.7	1
125	Keynote: Rethinking measurement for accountable assessment. , 0, , .		1
126	The revised SAT score and its potential benefits for the admission of minority students to higher education. <i>Education Policy Analysis Archives</i> , 0, 23, 113.	0.3	1

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127	Assessing College-Ready Data-Based Reasoning. , 2019, , 93-120.		1
128	Designing and verifying a tool for diagnosing scientific misconceptions in genetics topic. International Journal of Evaluation and Research in Education, 2020, 9, 564.	0.4	1
129	Many hands make light work: Integrating research on primate handedness. Behavioral and Brain Sciences, 1988, 11, 733-735.	0.4	0
130	An Evaluation of Woodruff's Technique for Variance Estimation in Educational Surveys. Journal of Educational Statistics, 1989, 14, 81-101.	0.9	0
131	Assessment as a tool to Understand Students' Conceptions of the Structure of Matter. Journal of Physics: Conference Series, 2016, 772, 012049.	0.3	0
132	Thanks and Farewell!. Measurement, 2017, 15, 111-112.	0.1	0
133	Polytomous item explanatory IRT models with random item effects: Concepts and an application. Measurement: Journal of the International Measurement Confederation, 2020, 151, 107062.	2.5	0
134	Measurement Principles for Gaming. , 2012, , 287-305.		0
135	Some Comments on Representing Construct Levels in Psychometric Models. Springer Proceedings in Mathematics and Statistics, 2013, , 319-334.	0.1	0
136	Developing an assessment framework of multidimensional scientific competencies. International Journal of Evaluation and Research in Education, 2020, 9, 963.	0.4	0
137	Seeking a better balance between efficiency and interpretability: Comparing the likert response format with the Guttman response format.. Psychological Methods, 2023, 28, 1358-1373.	2.7	0